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ABSTRACT

A study was conducted in New York State to identify the administrative factors and/or practices that contribute to successful high school programs of mainstreaming the handicapped and to develop a working report that identifies these factors and/or practices to aid occupational education administrators and supervisors in planning and evaluating programs. Twelve representative school districts were visited and interviewed by teams of advisory consultants. Nine administrative components were rated for their effectiveness, and the features of each were outlined. Then a hierarchy or priority listing was established of the significance of each component of the administrative practices. In order of their apparent importance they are as follows: (1) organization and structure of the program, (2) professional training activities, (3) personnel, (4) design of mainstreaming program, (5) support services, and (6) community and state relations. Components found to be unrelated to effectiveness were preparation for acceptance of program, evaluation, and facilities/costs. Other factors found to be relevant included the basic philosophy of staff and administrators, the size of the program, student assignment, curriculum and cooperative education. (Among appended materials are lists of staff members and sites visited, site visit interview and summary guides, a bibliography, and features of an effective mainstreaming program.) (EG)

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MAINSTREAMED HANDICAPPED STUDENTS IN OCCUPATIONAL EDUCATION: EXEMPLARY ADMINISTRATIVE PRACTICES

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FOREWORD

Education for the handicapped has been highlighted as a priority by both New York State and Federal regulations. Education for the world of work offers a reality that handicapped persons can use to make their lives economically productive and personally meaningful.

A variety of studies indicate that education of the handicapped can be most effective when it takes place in the least restrictive environment and, whenever possible, in the same class setting with non-handicapped students. The new State Plan for Occupational Education, 1976-77 calls for research and study of mainstreaming administrative and supervisory practices which appear to be effective.

The Institute for Research and Development in Occupational Education of the Center for Advanced Study (CASE) City University of New York is pleased to work with the New York State Education Department in carrying out such a study according to its specifications. The following report is not intended as an esoteric research report, rather it is designed to provide the working occupational education administrator and supervisor with a source book of effective "how to do it" practices.

Dr. Randolph Tarrier, the CASE Project Director, along with a staff of expert consultants and assisting state personnel from the Bureau of Occupational Education Research in Albany, has captured the spirit of the investigation direction and presented the findings in a manner which facilitates their ready implementation. Questions about the study methodology or its findings may be addressed to him at:

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The success of this study is due to the combined efforts of the Institute for Research and Development in Occupational Education (CUNY) and the Bureau of Occupational Education Research (New York State Department of Education). The Bureau, in carrying out the State Plan for program review and development, conceptualized the study. The result is a working report which is applicable to the development and evaluation of progress in Mainstreaming for Occupational Education.

Sharing in the completion of the project, were the Directors of Occupational Education of the various schools in the sample. The co-operation, understanding, and support for the objectives of the study were and are exemplary. Their open-mindedness and honesty were refreshing.

The individuals who were involved in the study are listed in the appendix. Each is knowledgeable and is a resource person in education. My thanks are extended to each of them.

Finally, Ms. Ilana Guskin, secretary, and Ms. Elizabeth Stennett, manuscript typist, provided the much needed support to complete the study.

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INTRODUCTION

Until recently, only a limited number of occupational education programs in New York State have been responding to the needs of various handicapped students through Mainstreaming. Included in these programs have been students with different disabilities -- hearing impaired, blind, orthopedically impaired, learning disabled. A number of the programs have been perceived as outstanding examples of providing the handicapped with occupational education. They have been the pioneers in the concept of Mainstreaming, i.e. exposing handicapped students to the same occupational learning experiences as those provided for the non-handicapped within the same instructional setting.

Recently-enacted legislation, such as PL 94-142, calls for a broad expansion in the education of the handicapped with particular emphasis on providing non-discriminatory classes and experiences. This, of course, applies to all aspects of education. In the case of occupational education, the legislation would seem to endorse the wide application of the Mainstreaming concept.

In response to these changes in the law, the new State Plan for Occupational Education lists program development and renewal as a priority area. This study of Mainstreaming represents an effort to identify programs which are exemplary.

However, little is known about what seems to make Mainstreaming Occupational Education programs work - if indeed there are special elements unique to their operation. Because of this lack of information, this research project was undertaken. It attempts to determine if there are certain administrative practices that appear to contribute to the

effectiveness of the programs currently operating.

More specifically, the purpose of this project was to analyze the administrative components of such programs in order to identify exemplary factors and/or practices which might be incorporated into plans for replicating ongoing programs or which might be used as a guide in designing new programs.

To accomplish this goal, two objectives were formulated:

(1) To determine administrative factors and/or practices that appear to be significant in terms of effectiveness of the programs; and

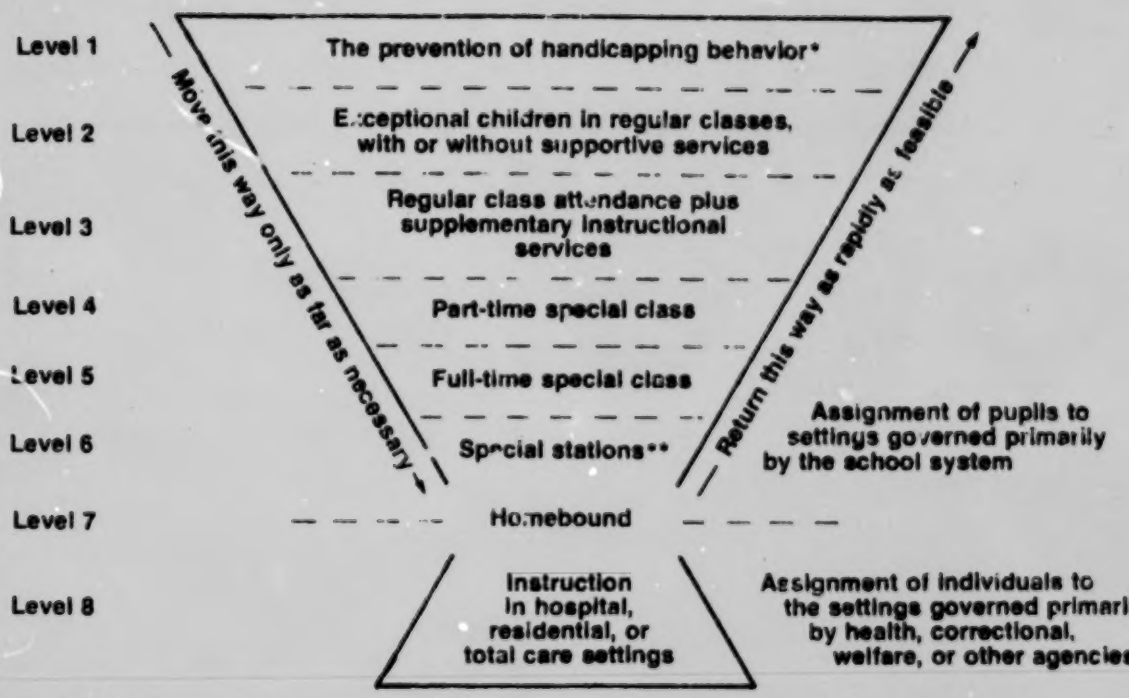
(2) To develop a working report for use by those desiring information about exemplary factors and/or practices or by those developing and reviewing proposals for occupational education of handicapped high school students.

The report which follows meets these objectives. It is a report of administrative practices which are exemplary in the occupational education of the handicapped. The practices are collected from New York State. New schools with sparkling facilities, older schools with time-worn shops, large cities, small villages, and rural local education districts were studied. The sample is representative of our State, perhaps our country.

To put all children in regular classes is not the goal of Mainstreaming, although this is a common misunderstanding. The programs in the study portray many different modes of delivering educational programs to the handicapped students. For example, the Buffalo Schools, in providing education for hearing impaired,send students to St. Mary's School for the Deaf. Jamestown Schools absorb the educable-mentally

retarded into certain business classes without special identification of any kind. Both of these plans represent a step on the continuum of Mainstreaming.

The model below provides a view of Mainstreaming as a continuous process ranging from non-participation to full participation in the regular classroom. [*Whatever level of Mainstreaming is achieved, administrative practices appear to be the key to success.*] This report is about those practices which do succeed. The remainder of the report is devoted to these practices. Part I is a description of the procedures used by the research team. Part II is an analysis of data and Part III is devoted to Discussion and Part IV is a statement of Conclusions and Future Directions. The Appendix, Part V, is extensive and designed for action by those wishing to use the methods, materials, or findings of the study. Appendix F, Features of Effective Mainstreaming Program, could form the basis for an eventual handbook in evaluation and planning of Mainstreaming proposals.


Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7
Level 8
The prevention of handicapping behavior*
Exceptional children in regular classes, with or without supportive services
Regular class attendance plus supplementary instructional services
Part-time special class
Full-time special class
Special stations**
Homebound
Instruction in hospital, residential, or total care settings
Move this way only as far as necessary
Return this way as rapidly as feasible
Assignment of pupils to settings governed primarily by the school system
Assignment of individuals to the settings governed primarily by health, correctional, welfare, or other agencies

*This means the development of positive cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public school systems.

Figure 1. The cascade system of special education service (E. Deno, Strategies for improvement of educational opportunities for handicapped children: Suggestions for exploitation of EPDA potential. In M. C. Reynold and M. D. Davis (Eds.), *Exceptional Children in Regular Classrooms*. Minneapolis: University of Minnesota, 1971.)

PART I

PROCEDURES

PROCEDURES

In order to achieve the objectives stated above, the following procedures were followed:

(1) Identify occupational education programs that are outstanding in incorporating Mainstreaming

(2) Select consultants and observers for conducting on-site visits

(3) Develop interview guide for collecting data regarding administrative factors and practices during on-site visits

(4) Pilot-test validity of survey guide by means of on-site visit

(5) Revise survey guide

(6) Arrange for on-site visits (identify those to be interviewed)

(7) Collect data during on-site visits at selected programs

(8) Analyze data to identify administrative factors and practices

(9) Prepare final report

(1) Identify occupational education programs that are outstanding in incorporating Mainstreaming

The first listing, supplied by the State of New York Department of Education, Bureau of Educational Data Systems, supplied the names of all the local education agencies (LEA) which offer occupational education. Additional schools were added from a survey of Title VI-B projects funded

by the Office of Education for Children with Handicapping Conditions. This master list of school districts made up the population for the study.

The next step was to identify the programs where Mainstreaming was prominent. By cross-referencing special education information with occupational education data a preliminary sort was made. At this point twenty-five school districts professed to offer Mainstreaming.

The Department of Education provides consultation services to the LEA from several different Bureaus. With the advice of these consultants, particularly Mr. Robert LaCasse of the Bureau of Trade and Technical Education, a final sample of twelve sites was selected as a stratified sample which would reflect different settings in New York State. Urban, suburban, rural, and village schools from all geographic areas of the State were chosen. In addition, different delivery styles, e.g. co-op, work study, business classes, were considered as criteria for inclusion in the sample.

The stratified sample was as follows:

Buffalo City Schools
Erie No. 1 BOCES (Board of Cooperative Educational Services)
Hamilton-Fulton-Montgomery BOCES
Jamestown Public Schools
Jefferson-Lewis BOCES
Monroe No. 1 BOCES
Nassau BOCES
New York City Schools
Putnam-Westchester BOCES
St. Lawrence-Lewis BOCES
Saratoga-Warren BOCES
Steuben-Allegany BOCES
Pilot Study: Oneida County BOCES

(2) Select consultants and observers for conducting on-site visits

Since the plan included face-to-face interviews at site visits, special care was taken in the selection of personnel for the site visit teams. Each team would have a leader and additional interviewer(s). Two criteria were used to select consultants. The first required maturity and experience in one, of special education, occupational education, or administration. .The second required that the interviewer possess interpersonal relations skills to insure accurate information from the interview.

Each of the teams was adjudged highly qualified and perceptive in their observations by the State Education Department Staff who monitored the study and participated in the research procedures.

(3) Develop interview guide for collecting data regarding administrative factors and practices during on-site visits

To establish inter-rater reliability an interview guide was developed. The guide was designed to provoke "stimulus questions" which lead the person to speak about specific features of the Mainstreaming program.

The nine areas of administration were chosen by the advisory consultants as being representative of most school operations. They were as follows: organization and structure of the program, preparation for acceptance of program, design of Mainstreaming program, community and State relations, personnel, support services, professional training activities, evaluation of program, and facilities/cost.

The advisory consultants were chosen for their expertise in school administration, occupational education, special education and

pupil personnel services. This wide range of experience is represented in the range of factual information sought by the guide. In addition to retrieving factual information, it was hoped that the guide would stimulate affective responses as well. An example of this, under the sub-section, Organization and Structure of Program, is the question, "How would you describe the line of command or control?"

Interviewers were encouraged to look for affective responses and to record exact quotes when appropriate.

The complete guide appears in the appendix. Concurrently a computer search for literature relevant to the procedures of the study was conducted. A bibliography listing of selected materials from the search appears in the appendix.

(4) Test validity of survey guide by means of on-site visit

Before the guide could be used for the study it was necessary to test it for revision and addition. For this test, the entire consulting committee served as site visitors at the Oneida BOCES. The survey guide was used to structure the interviews and special note was made of the time needed for completion of interviews as well as discrimination of items which were useful and those which were not.

(5) Revise survey guide

The guide needed little revision other than to be consolidated and shortened. The committee pronounced it ready for the study.

(6) Arrange for on-site visits

When strangers visit a school, impressions will be tailored by the points of view of those interviewed. For this reason, a broad

sample of persons knowledgeable in the discipline was sought and in most cases obtained. The people to be interviewed were:

Superintendent of Schools

Assistant Superintendent and Supervisors

Building Principal and Assistant Principal

Counselor, Social Worker, Psychologist

Work-Study Coordinator, Placement Director, Co-op Program Director

Teachers of Occupational Education and Special Education

Parents (Committee on the Handicapped)

Director of Special Education

Director of Occupational Education

Of course, not all these titles were available for each visit, or indeed employed in every district. Figure 2 is a tally of the persons interviewed at each site.

PROCEDURES

(7) COLLECT DATA DURING ON-SITE VISITS

Figure 2

Occupational Classification of Interviewees by Site

Site	Supt.	Asst. Supt.	Principal	Counselor	Work Study	Teachers	Parent	Spec.Ed.	Occ.Ed.
Buffalo		X	X		X			XX	X
Erie No. 1 (BOCES)		X		X	X	XX		X	X
Hamilton-Fulton-Montgomery (BOCES)						X		X	X
Jamestown		X	X	X	X			X	X
Jefferson-Lewis (BOCES)				X		X		X	X
Monroe No.1 (BOCES)		XX		X		XX		X	X
Nassau (BOCES)		X	X	X	X	X			X
New York City		X	XXX XXX X	X XX		XXX X		XXX	
Putnam-Westchester (BOCES)		X	X	X	X			X	XX
St. Lawrence-Lewis (BOCES)				X		XX		X	X
Saratoga-Warren (3OCES)			X	X		XX		X	X
Steuben-Allegany (BOCES)			XX					X	X
Pilot Study: Oneida Co. (BOCES)	X	X	XX	XX			XX	XX	X

(7) Collect data during on-site visits at selected programs

The sites were visited by the teams under pre-arrangement by the project director and in most cases the LEA director of occupational education. Generally, one day visits were sufficient to complete our survey guide and satisfy the consultants. New York City and two other sites were exceptions where more than one visit was required.

The typical visit began with an informal meeting in the morning with the Director of Occupational Education and the team. Interview schedules were planned, and basic background information regarding the school plant was discussed. After this beginning, each interviewer conducted a set of interviews, usually three in the morning, three in the afternoon, with members of the LEA staff. Each meeting lasted approximately 45 minutes.

At the conclusion of the visit each interviewer was required to file with the project director a copy of each interview guide and in addition, a summary of the visit. These reports served as the basic data for the study. A copy of the interview forms is in the appendix.

(8) Analyze data to identify administrative factors and practices

The summaries from each site provided the data for analysis. Each interviewer assigned ratings for each component of the operation of the school. In the rare instances where the interviewers disagreed on the appropriate rating for a sub-section of the interview form, the team leader was asked to resolve the discrepancy by using the mean rating for the summary. These ratings were used to compare the degree of effectiveness of the schools within our sample. Also a comparison of components within the programs was made. Using a chi-square test of

independence, priority of program features was established.

Inter-rater reliability was exceptionally high in the study. Even though different teams visited different areas of the State, agreement in ratings was common. The reason for this is two-fold. First, each team was headed by a consultant who had been involved in the study from its inception and therefore had been well trained in the procedure. Second, the interview guide provided the context to report observations so that generalities were avoided.

A complete analysis of data appears in Part II.

(9) The final report was prepared to meet the two basic objectives of the project:

(a) To determine administrative factors and/or practices that appear to be significant in terms of effectiveness of the program; and

(b) To develop a handbook for those desiring information about exemplary factors and/or practices or by those developing and reviewing proposals for occupational education of handicapped high school students.

On completion, the report will be distributed to all persons involved in the project. In addition, Features of Effective Mainstreaming Programs (Appendix F) can form the base for the development of a handbook devoted to the planning and subsequent evaluation of future programs.

PART II

ANALYSIS OF DATA

ANALYSIS OF DATA

The analysis was designed to identify those administrative practices which contribute to effective occupational education of the handicapped. This was accomplished by, first, discriminating among the total programs for degree of effectiveness, and second, establishing a hierarchy or priority listing of the significance of each component of the administrative practices.

The interviewers' summaries were used as primary data for analysis. Each summary constituted a composite of an interviewer's experiences with a number of individuals at a given site. Both ratings of certain components of administrative practice and explanatory notes were requested in summaries. The ratings indicated the interviewer's estimate on a scale of from 5 to 1 of the degree of significance of each component to the overall operation of the program, 5 representing a high degree and 1, a low degree.

Since it was obvious that not all sites visited were equally effective in their operation, it was decided to attempt to make a further classification in terms of overall effectiveness. This was accomplished by the project director and a consultant, independently, with the following results: three of the programs, most effective; five, moderately effective; and four, least effective. The reader is cautioned to remember that effectiveness was determined only in terms of Mainstreaming within the occupational education programs.

Following this, the summaries were re-examined for the purpose of tabulating the ratings accorded the specific components. It should be noted here that in the summary form interviewers were not requested to

rate the first component, organization and structure of program. upon examination of the explanatory notes, it became clear to the staff involved in the analysis that a rating could be assigned to this component on the basis of the notes. This was done independently by three staff members; the results were pooled. At that time, it was decided to remove the tenth component (General) from the ratings.

SUMMARY OF DATA

TABLE 1

RATINGS OF SIGNIFICANCE ACCORDING TO COMPONENT-BY-PROGRAM

	Most Effective			Effective					Least Effective			
COMPONENT *Schools:	a	b	c	d	e	f	g	h	i	j	k	l
1.0.0 Organization and structure of program	4	5	4	3	2	4	4	3	3	2	1	2
2.0.0 Preparation for acceptance of program	5	3	5	5	4	2	3	2	3	1	2	2
3.0.0 Design of Mainstreaming program	4	4	5	4	3	3	4	3	2	3	3	1
4.0.0 Community and State relations	4	4	3	2	3	3	2	3	2	1	3	2
5.0.0 Personnel	5	5	4	3	3	2	5	3	2	3	2	2
6.0.0 Support services	5	5	4	3	2	2	1	2	1	4	1	2
7.0.0 Professional training activities	2	2	3	3	2	1	2	1	1	2	1	2
8.0.0 Evaluation of program	2	2	3	3	2	1	2	1	1	2	1	2
9.0.0 Facilities/cost	1	1	2	2	2	1	1	1	1	1	1	1

The data appearing in Table 1 were further condensed in order to run a series of chi-square tests of independence. Three-by-three contingency tables were made for each of the components, and a chi-square test statistic was computed for each component in order to determine which components appeared to be significant in the statistical sense to the effectiveness of the programs. The chi-square values for each component appear in Table 2.

* Schools are not in the same order as the listing.

TABLE 2

CHI-SQUARE VALUES FOR ADMINISTRATIVE COMPONENTS

Component	Chi-square value	List of P Significance*
1.0.0 Organization and structure of program	12.002	.02
2.0.0 Preparation for acceptance of program	4.843	NS
3.0.0 Design of Mainstreaming program	9.816	.05
4.0.0 Community and State relations	9.030	.10
5.0.0 Personnel	11.087	.05
6.0.0 Support services	9,500	.05
7.0.0 Professional training activities	11.992	.02
8.0.0 Evaluation of program	1.444	-NS
9.0.0 Facilities/cost	0.000	-NS

* .02 is most significant, .05 is moderately significant, .10 is least significant and NS is not significant.

Summary of Data (Continued)

Table 2 clearly indicates that three of the administrative components considered were unrelated to the overall effectiveness of the program. The other six components appear significant to varying degrees.

On the basis of this information, the list of components was rearranged in order of their apparent importance as follows:

Rank	Related Components
1.	Organization and structure of program
2.	Professional training activities
3.	Personnel
4.	Design of Mainstreaming program
5.	Support services
6.	Community and State relations

Unrelated Components

Preparation for acceptance of program

Evaluation

Facilities/cost

The next step in the analysis was to extract information from the summaries that could be helpful in constructing a handbook. Careful examination of each component revealed factors and/or practices that seemed to be characteristic of programs operating at an effective level. These are listed below. Please note that the priority listing is followed so that the more significant components are listed first; the less significant last. Information listed within each component is not ordered according to significance or importance.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM

Rank (More significant listed first)

First 1.0.0 Organization and structure of program

--Close working and physical relationship between occupational education and special education.

This was particularly evident in the BOCES sites in which the two departments are located side by side and meetings both formal and informal are ongoing and constant.

--Special staff member to coordinate occupational education, special education, and home schools.

Unless efforts are made to coordinate selection of students, curricular changes, transportation of students, etc., confusion is usually the result.

--One individual on staff with vested, dedicated leadership qualities (Does not have to be administrator; can be member of support staff, a teacher, a principal.)

In nearly every case, some one person had made a genuine commitment to the success of the program. This commitment was an important ingredient to overcome the daily problems.

--Continuing (constant) communication (informal and formal) within Mainstreaming program as well as between components which contribute to its functioning.

The internal communication system among staff members for the well functioning programs is equally important to the administrative system for communication. Changes in scheduling, timetables, etc. often need "instant decisions."

--Acceptance of need for flexibility with respect to all aspects of program by Board and administrators (including scheduling, bussing, etc.)

Allowance must be made for modification of set rules and operating procedures. Procedures must be subordinated to the needs of these students.

--Existence of General Advisory Council (employers, personnel/ agency people).

School staffs were well-informed of philosophy and action in Mainstreaming plan. This was accomplished by involving many different segments of the school.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

Rank
Second 7.0.0 Professional training activities

--Opportunities for informational meetings between occupational education and special education staffs (proximity of peograms enhances opportunities)

A smooth working blend of the two staffs made for easy changes in rules and regulations and much greater understanding of the needs of each other.

--Inservice training courses for staff teaching deaf and hard-of hearing

Training in sign language was sought and valued by teaching staff.

--Summer workshops for occupational education teachers

Many of the teachers have had little training and experience with special populations. The benefits of workshops are immediate and extensive.

--Inservice training for teacher aides in remediation and diagnosis of learning disabilities

In order to develop individual education plans (IEP), these two areas are essential.

--Stipends and/or credits for participation in professional training activities.

The need for continued growth of faculty is well understood in the effective programs.

--Attendance at city and state conferences.

In our sample, this participation was usually encouraged and funded.

--Employment of professional evaluators for staff (Professional Improvement Plan)

Evaluation was seen as providing directions for change and improvements.

--Regularly scheduled staff meetings to discuss individualization for students attended by teacher, teacher aides, support staff, coordinator

The recognition of team approach to educating this population was obvious.

--Use of special education staff as consultants in occupational education

Special education staffs can provide suggestions and ideas for new approaches to occupational education curriculum.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

Rank
Third 5.0.0 Personnel

--Recognition of need for expanded staff

Coordinator
Teacher aides
Support Services

Administrators must recognize and be willing to support the expansion of staff. The program will not function properly without additional support.

--Empathy recognized as key selection variable in recruitment

Selection of staff is central to the success of the program. Empathy is of course important to all teachers, but especially so in Mainstreaming.

--Willingness to seek support and input from counseling staff

The pupil personnel staff is viewed as competent and helpful.

--Provision for physician, nurse, psychologist to be on call.

Administrators acknowledge the importance of medical support itself.

Rank
Fourth 3.0.0 Design of Mainstreaming program

--Need to introduce concept in elementary school through special education

The philosophy of the program is system-wide.

--Clarity of definition of Mainstreaming (focus, selection of students)

See Figure 1 for one concept of Mainstreaming. The administrator's clarity of purpose and goals is directly related to the success of the program.

--Provision for pre-vocational training in special education

Transition from special education to occupational education is an important consideration.

--Commitment to total individualization

Each child is accorded the least restrictive learning environment.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

--Provision for continuing diagnosis throughout program

The programs are flexible enough so that a change in diagnosis is followed as a matter-of-course by a change in program.

--Attention to skill development (occupation education) and social/emotional development (special education)

It is recognized that the occupational classroom is the means for socialization goals as well as hard skill development.

--Practice of team teaching (teams consisting of one teacher from occupational education, one from special education)

The course of study is a shared responsibility.

--Provision for multi-occupational or exploratory course

Transition from the environment of special education to occupational education is a key element to long-term success of a program. The sink-or-swim approach is suspect.

--Provision for feedback to home school

Especially in the BOCES, communication back to the person selecting the students is essential.

--Special employability lessons (Attitude Improvement) for students with special needs

Attention is given to the attitudes toward work as well as skill development.

--Provision for ongoing evaluations through specially-designed competency modules

The emphasis is on mastery of skills as opposed to completion of time period.

--Realistic placements in terms of strengths and weaknesses

Job placement is conducted within a developmental model. Successful moves up the career ladder are emphasized.

--Availability of career assessments

Career counseling is designed and delivered.

--Plans for introduction of new courses

At most sites, the total program of Mainstreaming is viewed in a developmental manner (see Figure 1).

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

Rank
Fifth 6.0.0 Support services

--Participation in selection process and in ongoing evaluation of students

The pupil personnel staff is known as competent and helpful.

--Cooperative working arrangements with special education and occupational education teachers involved in multi-occupational experiences

Transition for students is enhanced by sharing teachers.

--Expansion of counseling to include:special needs, work experience, and liaison between special education and home schools

Support services must expand to meet greater needs.

--Participation in developing individual programs for students with particular attention to attitudes

Affective or emotional development is equally important to skill development.

Rank
Sixth 4.0.0 Community and State relations

--Recognition of and cooperation with Committee for the Handicapped

Parent support for school's philosophy is a factor in successful programs.

--Expanded use of social service agencies

Special agencies are available to students and graduates with special needs.

--Establishment of community contact through adult education programs in occupational education

Community support for school's philosophy is a factor in successful programs.

--Staff involvement with local groups (PTA, Library Committee, etc.)

Good relations with the local groups can provide easier acceptance of graduates into society and the work force.

--Increased contact with OVR and State employment agency

More employment opportunities indicate the importance of establishing the final goal as employability.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

--Recognition of need to supply community with information on regular basis.

Community support of program including the employment of graduates is vital.

Not Related
2.0.0 Preparation for acceptance of program

--Staff meetings for dissemination of information

Communication is central to success.

--Orientation and inservice programs for teachers, teacher aides

Attitudes as well as teaching skills must be appraised.

--On-site visits by parents, community leaders, personnel from home schools

Community support is a large factor.

--Appearance of "successful" graduates at school assemblies, meetings, etc.

Past success is best predictor of future success.

8.0.0 Evaluation of program

--Criteria for effectiveness: success, satisfaction from home school, parents

--Placement and holding power and feedback from home school

--Requests for students by employers

9.0.0 Facilities/cost

--Special education and occupational education physically close to each other, preferably in same or adjoining buildings

As would be expected, not all of the Features of Effective Mainstreaming Programs listed in Part II were found in any one program. However, the composite picture presented by these features is applicable to all of them. As administrative practices, they do make a difference in the effectiveness of the program.

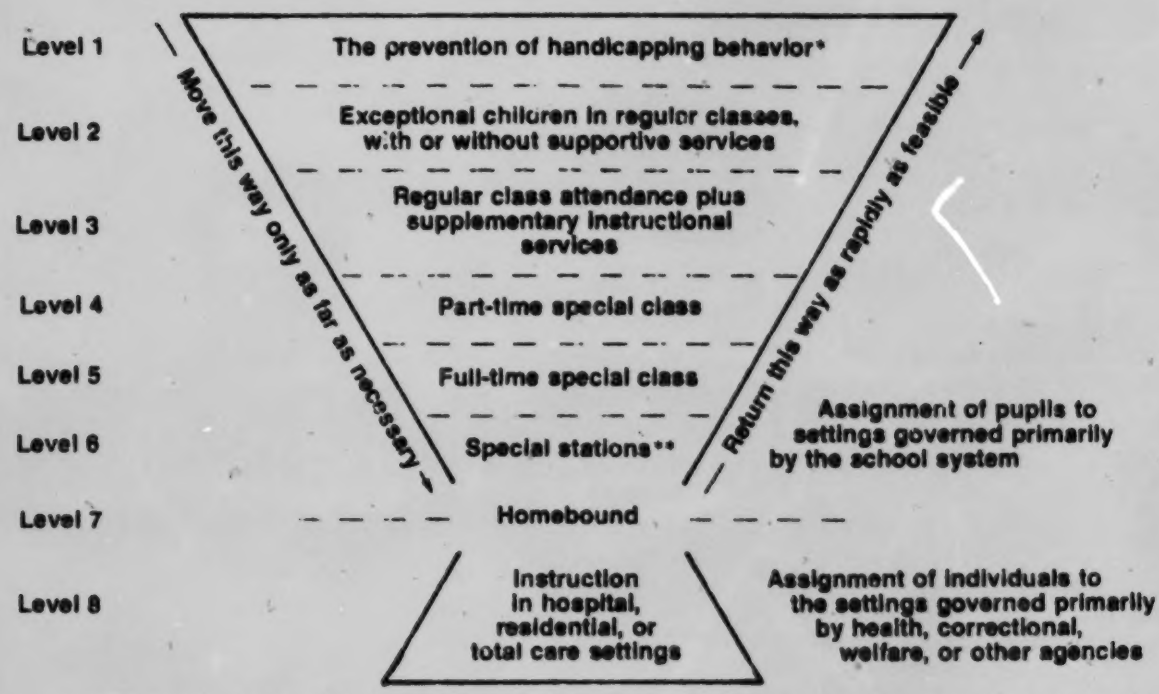
PART III

DISCUSSION

DISCUSSION

If there is one key element of exemplary administrative practices, it is the possession of a clear conceptualization of Mainstreaming. As mentioned earlier, the intent is not to put all children in regular classes; this is sheer folly. Rather, the intent takes the form of a commitment to integrate people who are exceptional into some level of our society; it constitutes a process of inclusion, not exclusion. The administrators who clearly understood this idea seemed to operate the more effective programs.

Figure 1, which appeared at the beginning of this report, is helpful in understanding the different systems in New York State that accomplish Mainstreaming.


Level 1
Level 2
Level 3
Level 4
Level 5
Level 6
Level 7
Level 8
The prevention of handicapping behavior*
Exceptional children in regular classes, with or without supportive services
Regular class attendance plus supplementary instructional services
Part-time special class
Full-time special class
Special stations**
Homebound
Instruction in hospital, residential, or total care settings
Move this way only as far as necessary
Return this way as rapidly as feasible
Assignment of pupils to settings governed primarily by the school system
Assignment of individuals to the settings governed primarily by health, correctional, welfare, or other agencies

*This means the development of positive cognitive, affective, and psychomotor skills in all pupils that will reduce or prevent the frequency of handicapping behavior.

**Special schools in public school system.

Figure 1. The cascade system of special education service (E. Deno. Strategies for improvement of educational opportunities for handicapped children: Suggestions for exploitation of EPDA potential. In M. C. Reynold and M. D. Davis (Eds.), *Exceptional Children in Regular Classrooms*. Minneapolis: University of Minnesota, 1971.)

TABLE 3

METHODS OF MAINSTREAMING

Levels from Figure 1		Methods to Deliver Service
Level 1	The prevention of handicapping behavior	
Level 2	Exceptional children in regular classes with or without supportive services	Business, typing classes. Co-Op, Work-Study Programs
Level 3	Regular class attendance plus supplementary instructional services	Resource room, Remedial Occupational Education
Level 4	Part-time special class	Multi-Occupational courses Introduction to Occupations
Level 5	Full-time special class	Pre-vocational training
Level 6	Special stations	Schools for the Deaf

Most of the programs in the sample fulfilled the concept of Mainstreaming to a greater or lesser degree by offering instruction at one or more of the organizational levels designated in Figure 1. Most schools had activities at levels 5 and 4; some had activities for a few students at level 3; and in a few curricular offerings (business and typing classes), level 4 was reached. In terms of Figure 1, examples of specific services delivered in the programs visited at the various levels are listed above in Table 3.

The data infer administrative priorities of organization and professional training (internal affairs) as primary, and community relations, evaluation, costs (external affairs) as secondary. This is logical and perhaps predictable. However, further examination of the data reveals interesting and important issues which administrators as well as designers and evaluators should consider.

Many of the components are interrelated to such a degree that it is difficult to alter one factor in the system without directly affecting a second. For example, if curricular change is to be held to a minimum, the numbers of handicapped students must be likewise limited. However, if change in curriculum is encouraged (i.e. funded, staffed, emotionally supported) then growth in the size of the program is enhanced. The following sub-topics indicate areas of attention for administrators.

Basic Philosophy

Those in our sample who believed in the concept of Mainstreaming tended to have better programs. If the prevailing mood among school staff was that "these kids can achieve and grow," the result was a better conceptualized, smoother running operation. These administrators are more attuned to the problems and the subtle shifts of emphasis in beginning and maintaining their programs. The focus of the program is clear whether it be student, faculty or program-building. Within this sound philosophy, there are specific practices which contribute to success.

Size of Program

Nearly all these successful programs started small with considerable effort placed toward achieving success. The selection of students

is a key element from which everything else flows. Beginning in modest fashion allows for a higher process of selection, smaller classes, more individual attention from the instructor and generally provides higher probability of success which then breeds more success.

In addition, administrators from these schools were clear in the meaning of Mainstreaming. They could explain their programs in terms of a developmental model and knew on which level (see Figure 1) their efforts were directed.

Student Assignment to Study

Flexibility is a key concept. Schools in which schedules were easily changed, bus routes planned for different times of day depending on equipment use and student needs, diagnostic centers assisted in follow-up progress as well as admission, were schools that consistently offered high-level Mainstreaming programs.

Labels attached to students can serve as stigma. But if labels are avoided completely to the point of concealment of information, the classroom teacher is under great pressure to be ready for anything. Whichever system is chosen, excess in either direction should be avoided.

Curriculum

The Three Tier Approach, an adaptation from Table 3, is the most popular model for Mainstreaming. Pre-vocational classes followed by multi-occupational classes leading to regular vocational classes is the most common format of delivery. While little note of equipment or building modification is made, much attention is devoted to the working relationship between Occupational Education and Special Education faculties. All were certain of the need for much communication and joint

planning and perhaps physical closeness of classrooms and offices. Again and again, it was emphasized that the skill development in Occupational Education must be supplemented by the emotional-social development in Special Education. The pre-vocational training class seems to be especially important as a first step away from the highly supportive world of special education into the more independent world of work. Remedial work in occupational as well as non-occupational courses was desirable to increase the success rate of the program.

Cooperative Education

One of the criteria for selection to our sample was the existence of cooperative education and/or work-study programs which are designed for the handicapped. Although the number of handicapped students who are served in this manner is small, there are several basic administrative styles to consider. One is the Special Education-oriented plan by which students work in and around the school or other non-profit institutions in the area. This approach provides for easy monitoring of student progress and a generally supportive atmosphere.

The other is a wider-reaching effort through which the students are placed in outside business as part-time employees. The success of this type program is dependent largely on the connections of the director. The directors who are well connected to community sources of employment can place their charges by making personal requests. There is of course less opportunity to monitor and support the student, but it is a much more realistic step into the real world of work.

PART IV

CONCLUSIONS AND FUTURE DIRECTIONS

Conclusions

On the basis of the information collected and analyzed for this study, it seems safe to state that there are certain administrative practices that enhance the success of Mainstreaming programs. Further, it can be stated that certain administrative components seem to be of more significance to a program's effectiveness than are others. Within components, however, it cannot be claimed that certain specific practices are of greater importance than others.

Within the limitations of this study, it is felt that exemplary administrative practices have been identified and that delineation of these practices will be helpful in leading to the development of a handbook or guide for the development of, or evaluation of, other programs that purport to offer Mainstreaming.

Future Directions

This report has served as the beginning of further study into effective programs. Just as a successful past best predicts a successful future, these schools in our sample will no doubt lead the movement in New York State. In order to assist them in this worthwhile endeavor we need answers to other questions.

1. Do differing handicapping conditions prescribe special administrative procedures?

Our study did not attempt to research this issue. We have insufficient data to answer this question.

2. Is there a need for materials (i.e. written, film, tape, recordings) to assist the Mainstreaming movement?

Our study indicates a definite lag between the needs of the practitioner and the commercial materials which are available. This would seem to be a paradox in a time of ever increasing technological gains.

3. Is there a need for inservice training for both Special Education and Occupational Education staffs?

Our study projects a lack of opportunity despite sufficient interest and funding for staff members. The demand is greater than the supply.

4. Should Mainstreamed elementary school based programs, (e.g. Homemaking and Industrial Arts) be encouraged and increased?

Attitudes toward the handicapped are a factor which can help or hinder the Mainstreaming Movement. It would appear that increased contact, especially in the early years, will improve attitudes.

5. Should cooperating programs and other work-study approaches to the education of the handicapped be encouraged and expanded?

In our planning for this project we anticipated more activity in this area than was found. Cooperative education is a "natural" answer to providing Mainstreaming experiences for the handicapped.

Our data, or its scarcity, point to the conclusion that cooperative education as a delivery system in occupational education to the handicapped needs to be explored, developed, evaluated, and adopted as one of several effective Mainstreaming practices.

THE ROLE OF COOPERATIVE EDUCATION AS A METHOD OF MAINSTREAMING

Our preliminary review of the Bureau of Educational Data Systems indicated that a substantial number of cooperative educational programs are in existence. The specific nature of the programs has not been well established along clearly defined lines. As pointed out in the discussion, one model of delivery is the "controlled setting" where students are employed by the school staff for maintenance work. The more formal model places students into actual job experience in private business.

The number of handicapped students who have been placed within these programs is sparse. Under Mainstreaming philosophy and practice, co-operative education is ideal to provide experiences for the handicapped which are "harmonious with the child's needs and free of stigma." Real life jobs "will enhance the social status of handicapped children among their peers." Once a program is established, selective placement in terms of job performance can provide a least-restrictive environment. In so many ways, the world of work provides immediate and lasting re-affirmation of self.

However, we know little about the blocks to expanding this program of experience for handicapped children. Some of the questions which need answer before we embark on expansion plans, are included in Figure 3.

Figure 3. COOPERATIVE EDUCATION AS A METHOD OF MAINSTREAMING

Questions to be answered*	Sample: Small Cities	Small Towns	Rural Areas	BOCES	Professional Organizations
1. What percentage of all coop students are handicapped?					
2. Which handicapping conditions are easiest to deal with in placement?					
3. Which handicapping conditions are most difficult to deal with in placement?					
4. Which trade areas or general work experience provide the most and least opportunities for placement?					
5. What are methods and rates of remuneration?					
6. Following graduation how many students are placed into jobs similar to co-operative education experience					
7. What support systems are offered to students during their experience?					
8. What data are available on matching the skills of the students to the job specification?					
9. How are work experience sites obtained and listed?					

Figure 3. COOPERATIVE EDUCATION AS A METHOD OF MAINSTREAMING (Continued)

Questions to be answered*	Sample: Small Cities	Small Towns	Rural Areas	BOCES	Professional Organizations
10. What is the employer-school relationship and channel of communication?					
11. How are the progress of the individual student and the program evaluated?					
12. What is the extent of employer resistance to hiring the handicapped?					
13. Who is responsible for supervision and support of the program in the school?					
14. Who is responsible for supervision and support of the individual on the job?					
15. How much time is allocated to the administration, supervision and maintenance of the program?					
16. What is the role of the occupational education staff in the program?					
17. What is the role of the special education staff in the program?					
18. What are the informal methods of placing students into work experience jobs?					

*These data are unavailable in the present reports due to small sample size, time, budget and emphasis of project.

PART V

APPENDIX

A. Research Staff Members

B. Selection of Sample

C. Site Visit Guides: Interview
Summary

D. Bibliography

E. Copies of form letters and correspondence

F. Features of Effective Mainstreaming Program

APPENDIX A

RESEARCH STAFF MEMBERS

RESEARCH STAFF MEMBERS

Dr. Lee Cohen
Principal Investigator

Dr. Randolph Tarrier
Project Director

Institute for Research and Development
in Occupational Education
Center for Advanced Study in Education
[City University of New York]

Dr. Alan Robertson
Chief

Dr. Howard Alvir
Associate

Bureau of Occupational Education Research
State Department of Education
New York State

Consultants:

Dr. Edward Hickcox
Professor of Education
SUNY

Dr. Hal Wise
Ulster County Community Service
Kingston, New York

Mr. George Harrison
Dutchess County BOCES

Dr. Alan Schulps
Queens Center for Multiple
Handicapped

Dr. Jack Jaffe
New York City

Mr. Robert LaCasse
Bureau of Trade and Technical
Education
New York State Department
of Education

Dr. Bert Flugman
Project Consultant
IRDOE

Dr. Leo Goldman
Project Consultant
IRDOE

Dr. Dave Katz
Project Consultant
IRDOE

Ms. Ilana Guskin
Secretary
IRDOE

Ms. Eva Hoffman
Career Education Coordinator
Teachers College

Dr. Walter Lifton
Professor of Education
SUNY at Albany

Dr. Claire Wishart
New York City

Ms. Leonora Nelson
New York City

Mr. Michael Anderson
Ulster County Community Services
Kingston, New York

Dr. Gordon Parrington
Professor of Education
SUNY at Albany

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APPENDIX B

SELECTION OF SAMPLE

THE SAMPLE

BUFFALO CITY SCHOOLS

ERIE NO. 1 BOCES

HAMILTON-FULTON-MONTGOMERY BOCES

JAMESTOWN PUBLIC SCHOOLS

JEFFERSON-LEWIS BOCES

ST. LAWRENCE-LEWIS BOCES

MONROE NO. 1 BOCES

NASSAU BOCES

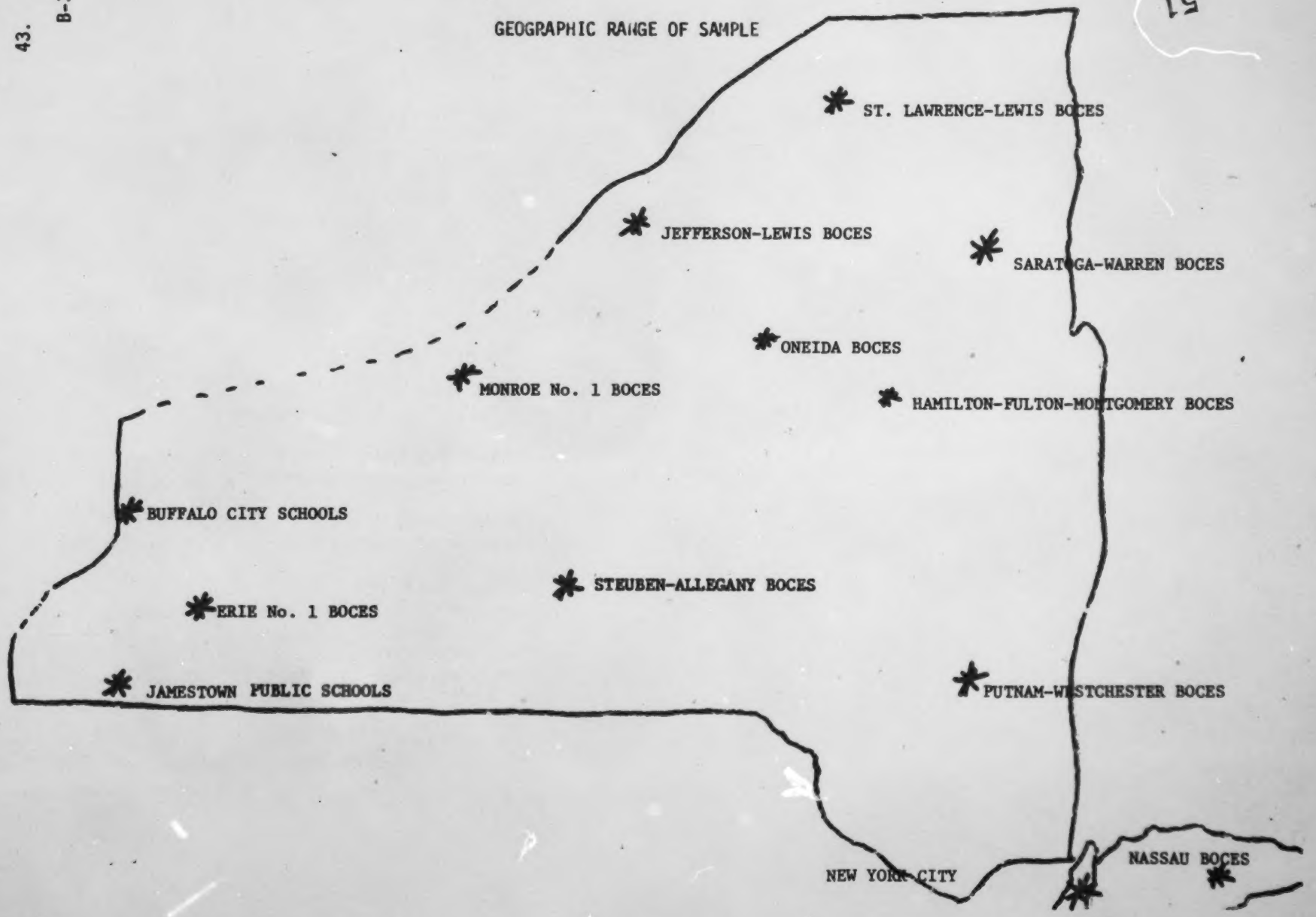
NEW YORK SCHOOLS - E.R. MURROW-EDISON
GEORGE WESTINGHOUSE

PUTNAM-WESTCHESTER BOCES

SARATOGA-WARREN BOCES

STEUBEN- ALLEGANY BOCES

ONEIDA BOCES: PILOT STUDY


GEOGRAPHIC RANGE OF SAMPLE
ST. LAWRENCE-LEWIS BOCES
JEFFERSON-LEWIS BOCES
SARATOGA-WARREN BOCES
ONEIDA BOCES
MONROE No. 1 BOCES
HAMILTON-FULTON-MONTGOMERY BOCES
BUFFALO CITY SCHOOLS
STEUBEN-ALLEGANY BOCES
ERIE No. 1 BOCES
JAMESTOWN PUBLIC SCHOOLS
PUTNAM-WESTCHESTER BOCES
NEW YORK CITY
NASSAU BOCES

LISTING OF SITE VISITS, ADMINISTRATIVE STAFF, CONSULTANTS AND INTERVIEWEES

Buffalo City Schools (6/6/77)

Site Visit Consultant	Contact Person	Staff Interviewees
Randolph B. Tarrier	Robert Fritzinger (716) 842-4694 Assistant Superintendent for Vocational Education City Hall Buffalo, New York 14202	John Paupst, Jr. Supervisor of Education for the Mentally Retarded Patricia Fiorella Director for the Physically Handicapped Ralph Theurer Supervisor of Vocational Education

Erie No. 1 (BOCES (6/9/77)

Randolph B. Tarrier Michael C. Anderson	Dr. Donald Dayer (716) 686-2026 Director of Occupational Education Erie No. 1 BOCES 455 Cayuga Road, Box "J" Cheektowaga, New York 14225	Roger Reger Director of Special Education Robert Rekowski Assistant Superintendent for Instruction Ed Wolkenstein Teacher of Reading Arthur Weston Teacher of Multi-Occ.and Auto Trades Dr. David Hill Administrative Assistant for Occupational Curriculum Jim Spengler Placement Co-ordinator and Follow-up

Hamilton-Fulton-Montgomery BOCES (6-9-77)

Site Visit Consultant	Contact Person	Staff Interviewees
Walter Lifton Gordon Parrington Howard Alvir	Jack E. Little (518) 762-4633 Director of Occupational Education Hamilton-Fulton-Montgomery BOCES Stonertrail Road, P.O. Box 665 Johnstown, New York 12095	Kenneth Smith District Superintendent Donald Flood Placement and Follow-up Director Marlene Ernst Supervisor of Handicapped Children Frank Perillo Teacher of Auto Mechanics Jack Blackwood Welding Instructor

Jamestown Public Schools (6-16-77)

Randolph B. Tarrier Michael Anderson Alan Robertson	John Woodruff (716) 661-2956 Supervisor of Occupational Education Jamestown Public Schools 200 East Fourth Street Jamestown, New York 14701	Dr. Charles Swensen Director of Education Norman Czubaj Director of Special Services John Holt Placement Counselor James McElrath Principal Robert Hakel Guidance Counselor Darlene Sweeney Special Education Teacher

Jefferson-Lewis-BOCES (6-2-77)

Site Visit Consultants	Contact Person	Staff Interviewees
Edward Hickcox Walter Lifton	Mr. Myrle Bauer (315) 788-0400 Director of Occupational Education Jefferson-Lewis BOCES Outer Arsenal St. Road Watertown, New York 13601	S. Harold Curtis Guidance Coordinator Theresa Brown Teacher of Home Hotel Occupations Gary McDermott Supervisor of Special Education

Monroe No. 1 BOCES (6/8/77)

Michael Anderson George Harrison	Mr. John McCormick (716) 377-4660 Assistant Superintendant Monroe No. 1 BOCES 41 O'Connor Road Fairport, New York 14450	Florence Weld Coordinator and Head Teacher Joseph Carr Teacher of Automotives James Decker Director of Occupational Education John Reina Coordinator of Multi-Occupational Shops Stan Zimmerman Director of Guidance Matthew Murawski Teacher of Auto Trades

Nassau BOCES (6-10-77)

Site Visit Consultants	Contact Person	Staff Interviewees
Jack Jaffe Eva Hoffmann Leonora Nelson Alan Robertson	Mr. Clarence Becker (516) 997-8700 Supervisor of Occupational Education Nassau BOCES Valentines and Plains Road Westbury, New York 11590	Jerome Fields Principal David Owens Special Needs Guidance Counselor Eleanor Reynolds Staff Assistant Aaron Schaeffer Associate Administrator Joe Bogartz Special Moods Placement Counselor

New York City Schools

Jack Jaffe Eva Hoffmann Claire Wishart	Mr. Don Eisenberg (212) 596-8964 Division of Special Education New York City Schools 110 Livingston Street, Room 301 Brooklyn, New York 11201	E. R. Murrow High School Allan Zelon Coordinator of Special Education Donald Pitkoff Assistant Principal Saul Bruckner Principal Paula Bogen Guidance Counselor Dianne Schreibman Resource Teacher

New York City Schools (Continued)

Site Visit Consultants	Contact Person	Staff Interviewees
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New York City Schools (Continued)

Site Visit Consultant	Contact Person	Staff Interviewees
Jack Jaffe Eva Hoffman Claire Wishart	Mr. Don Eisenberg (212) 596-8964 Division of Special Education New York City Schools 110 Livingston Street, Room 301 Brooklyn, New York 11201	New York City School for Printing R. Friedlander Teacher of Shop and Coordinator Pat DeMeo Principal Nicholas Esposito Assistant Principal for Special Education Sandra Cohen Guidance Counselor Patrick Delaney Assistant Principal for Guidance Jerry Barad Social Worker (CEH)

Putnam-Westchester BOCES (5-26-77)

Jack Jaffe Leonora Nelson Howard Alvir	Dr. James Ross (914) 245-2700 Director of Occupational Education Putnam-Westchester BOCES 42 Triangle Center Yorktown Heights, New York 10598	Dr. Raymond A. DeFeo Deputy Superintendant Dr. Paul Irvine Director of Special Education Donald Bamford Principal William Fleischhauer Administrative Assistant for Placement

Putnam-Westchester BOCES (Continued)

Site Visit Consultant	Contact Person	Staff Interviewees
Jack Jaffe Leonora Nelson Howard Alvir	Dr. James Ross (914) 245-2700 Director of Occupational Education Putnam-Westchester BOCES 42 Triangle Center Yorktown Heights, New York 10598	Robert Wagner Assistant Director Gail Lehman Vocational Guidance Counselor

St. Lawrence-Lewis BOCES (6/1-77)

Edward Hickcox Walter Lifton	Mr. John Sutter (315) 393-4570 Director of Occupational Education St. Lawrence-Lewis BOCES 13 Main Street, P.O. Box 231 Canton, New York 13617	Edward Shaffer Director of Special Education Merle Maxson Guidance Counselor Richard DiSanto Teacher of Food Preparation Sally Haley Teacher of Resort Services

Saratoga-Warren BOCES (6-8-77)

Edward Hickcox Walter Lifton Howard Alvir	Mr. Albert Clark (518) 584-1211 Director of F.O. Myer Center Saratoga-Warren BOCES Wilton, New York 12866	Nancy L'Hommedieu Teacher Jerry Etesse Chairman of Guidance John Irving Principal Albert Clark Director of F.O. Myer Center

Saratoga-Warren BOCES (6/8/77)

Site Visit Consultant	Contact Person	Staff Interviewees
Edward Hickcox Walter Lifton	Mr. Albert Clark (518) 584-1211 Director of F.O. Myer Center Saratoga-Warren BOCES Wilton, New York 12866	Mary Reed Coordinator Vocational Industrial Cooperative Services Howard Raymond Instructor

Steuben-Allegany BOCES

Harold Wise Michael Anderson	Dr. Rudolph Schneider (607) 776-7631 Steuben-Allegany BOCES 47 West Steuben Street Bath, New York 14810	Gary Fisher, Principal Wildwood Career Center Durland Weale, Principal Coopers Career Center Dr. Susan Gray Director of Special Education

Pilot Study: Oneida County BOCES (4-27-77)

Randolph B. Tarrier Howard Alvir George Harrison Edward Hickcox Robert LaCasse Harold Wise	Bill Izzo Director of Occupational Education Oneida County BOCES Clinton Road Whitesborough, New York 13492	Roz Melnick Principal Mary Cosgrove Psychologist Wright Johnson Superintendent Joe Roberts Teacher

Oneida County BOCES (Continued)

Site Visit Consultant	Contact Person	Staff Interviewees
Randolph B. Tarrier Howard Alvir George Harrison Edward Hickcox Robert LaCasse Harold Wise	Bill Izzo Director of Occupational Education Oneida County BOCES Clinton Road Whitesborough, New York 13492	George Esper Psychologist Paul Stratten Assistant Superintendent for Instruction Chuck Mead Director of Special Education Richard Sorenson Assistant Principal Martin Major Coordinator for Deaf Handicapped Dick Jones Teacher

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APPENDIX C

SITE VISIT INTERVIEW AND SUMMARY GUIDES

MAINSTREAMING: OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

EXEMPLARY ADMINISTRATIVE PRACTICES

Interview Schedule

Interview	Interviewee
Date _____	Name _____
Time _____	Title _____
Place _____	Length of service:
Length _____	In present job _____
	In district _____

Facility name: _____

Address: _____

_____

Interviewer: _____

1.0.0 Organization and structure of program

1.1.0 Describe your relationship with central administration in terms of support, control, decision making, etc.

1.2.0 How would you describe the line of command or control?

1.3.0 Describe the various means of communication (for policy, operation, whose responsibility)

1.4.0 What committees, at any level, are involved in the operation and planning of Mainstreaming program?

C-4

2.0.0 Preparation for acceptance of Mainstreaming program

2.1.0 Describe activities designed to overcome resistance to and foster acceptance of program by teachers

2.2.0 Describe activities designed to overcome resistance to and foster acceptance of program by parents, by Board of Education, etc.

C-5

3.0.0 Design of mainstreaming program

3.1.0 Identify and describe the main features/elements of the curriculum

3.2.0 Describe existing relationship between special ed program and Mainstreaming program

3.3.0 In what ways does your program provide for the different kinds of handicaps

3.4.0 What changes in instructional modes/patterns have occurred because of Mainstreaming?

3.5.0 Describe the nature of coop work programs (Who runs them? Separate programs for special ed and occ.ed?)

3.6.0 Describe selective practices used in Mainstreaming

4.0.0 Community and State relations

4.1.0 Describe relationship and interaction between community and mainstreaming program

4.1.1 Committee for the Handicapped

4.1.2 Local social service agencies

4.1.3 Community support (Advocacy group, media, etc.)

4.1.4 Impact on program

4.2.0 Describe relationship and interaction between State and Mainstreaming program

4.2.1 State employment agency/ OVR

4.2.2 SED official and University consultant visits

4.2.3 Impact on program

5.0.0 Personnel

5.1.0 What additional personnel were required to implement program

5.1.1 Supervisory

5.1.2 Paraprofessionals

5.1.3 Support personnel

5.2.0 What special qualifications are looked for during recruitment

5.3.0 Describe typical hiring procedures for personnel

5.4.0 Describe ongoing evaluation procedures for personnel

5.5.0 Describe dismissal procedures

6.0.0 Support services

6.1.0 What support services do you have

6.1.1 Guidance

6.1.2 Social

6.1.3 Psychological

6.1.4 Medical

6.1.5 Other

6.2.0 Describe role of support staff in programming of students

6.3.0 What is relationship/interaction between support staff and instructional staff

7.0.0 Professional training activities

7.1.0 Describe inservice programs

7.1.1 Who initiates them

7.1.2 Motivation for attending — stipend, credit

7.2.0 Participation in off-site conferences

8.0.0 Evaluation of program

8.1.0 How is the effectiveness of the program evaluated

8.2.0 How is the progress of individual students evaluated

9.0.0 Facilities/cost

9.1.0 How does location of facilities, in terms of those for other programs, relate to its effectiveness

10.0.0 Other variables

10.1.0 What general factors seem to contribute most to the effective operation of the program

10.2.0 Based on your involvement in the program, is there an understanding of the program and is it meeting its objectives

10.3.0 How do you see this program five years from now

10.4.0 Describe what you perceive as the program's strengths and weaknesses

MAINSTREAMING: OCCUPATIONAL EDUCATION FOR THE HANDICAPPED

EXEMPLARY ADMINISTRATIVE PRACTICES

Interviewer's Summary

Directions

Ratings and explanatory notes requested in this summary are based on the assumption that this Mainstreaming program is an effective one.

For all other sections, please make an appraisal of the significance of the component to the operation of the Mainstreaming program. Indicate your estimate on the scale provided, 5 representing a high degree of significance and one, a low degree. Substantiate your estimate by explanatory notes. In supplying information, do not feel that you are restricted only to comments relating to the sub-areas noted under each component. Interviews may uncover significant factors which we have not identified during our armchair sessions.

Date _____ Interviewer _____

1.0.0 Organization and structure of program

General Impressions:

Explanatory notes:

2.0.0 Preparation for acceptance of mainstreaming program

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

C-14

3.0.0 Design of mainstreaming program

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

C -15

4.0.0 Community and state relations

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

5.0.0 Personnel

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

6.0.0 Support services

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

7.0.0 Professional training activities

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

8.0.0 Evaluation of program

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

9.0.0 Facilities/cost

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

10.0.0 General

RATING OF SIGNIFICANCE 5 4 3 2 1

Explanatory notes:

APPENDIX D

BIBLIOGRAPHY

BIBLIOGRAPHY

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APPENDIX E

COPIES OF FORM LETTERS AND CORRESPONDENCE

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12234

5-2

ASSOCIATE COMMISSIONER FOR
RESEARCH AND EVALUATION

DIVISION OF RESEARCH
BUREAU OF OCCUPATIONAL EDUCATION RESEARCH
518 474-3911

Dear

A State sponsored research project is currently surveying exemplary supervisory administrative practices associated with "mainstreamed" handicapped students in secondary occupational education.

The results of this research will be the development of a set of guidelines for:

(a) Local educators who write proposals for FVEA or Special Education funding to mainstream handicapped students in occupational education, and;

(b) To orient State Education Department supervisors who review these proposals for approval and funding.

In order to make sure that these guidelines reflect practical program operations and policies, a random list of sites to visit has been developed. Your occupational program has been selected for a one to two day site visit by the official observation team composed of State Education Department and consultant staff.

Dr. Randolph Tarrier, of City University of New York, the Principal Investigator of the research project, will be contacting you to explain the project and the role you are invited to play; you can let him know whether or not your district can participate in the study at that time. Feel free to contact Dr. Howard Alvir of the Bureau of Occupational Education Research at the above number or Mr. Robert La Casse of the Bureau of Trade and Technical Education at 518 - 474-3973 beforehand. With thanks for your assistance, I am

Cordially,

Alan Robertson

Alan G. Robertson, Chief
Bureau of Occupational
Education Research

AGR/ln

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

May 18, 1977

Mr. John McCormick
Director of Occupational Education
Monroe No. 1 BOCES
41 O'Connor Rd.
Fairport, N.Y. 14450

Dear Mr. McCormick:

I am writing to thank you for your cooperation in our survey of Occupational Education for the Mainstreamed Handicapped Secondary School Students. Also I want to explain more about the project so that you can make appropriate plans.

The major intent of the research is to identify exemplary administrative practices which have been helpful in the establishment of occupational education for handicapped persons. Although our major population for study will be the "mainstreamed" (those handicapped students who attend regular classes), we want information on transition programs or other programs which have relevance to our target population. The final report which will summarize different administrative styles from 10-15 school districts in New York will be used as a guide for improvement of weaker or non-existent programs of study for the handicapped population.

In order to collect information from your program our interviewers request several face-to-face meetings with some of your staff members. After these interviews, a final summary of your site will be submitted to me for the final report on all sites. The staff members who have been most helpful in past studies were 1) Director of Occupation Education 2) Director of Special Education 3) Building Principal 4) Central Office Administrator (e.g. Assistant Superintendent for Curriculum) and 5) Pupil Personnel Services Administrator. In addition to these, faculty members, counselors, parents, placement staff and others who you choose as knowledgeable will be interviewed as time permits.

The interviewing model we have adopted is for two interviewers to conduct four or five one-hour meetings during our visit. It will be extremely helpful to us if you can arrange the place and time for these appointments prior to our visit. This creates a busy day for us but we hope minimum disruption of your operation.

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

To arrange the final details of our visit on June 2, 1977, Dr. Hal Wise (914) 338-9454 will be contacting you by phone. If you have questions regarding any of the plans please contact either Dr. Wise or me at the above phone.

Sincerely yours,

Randolph Tarrier, Ph.D.
Project Director

cc. Wise
Alvir

The Graduate School and University Center
of the City University of New York

Center for Advanced Study in Education
Institute for Research and Development in Occupational Education
33 West 42 Street, New York, N.Y. 10036
(212) 221-3895, -3896

June 22, 1977

Mr. John McCormick
Director of Occupational Education
Monroe No. 1 BOCES
41 O'Connor Rd.
Fairport, N.Y. 14450

Dear Mr. McCormick:

We are nearing the end of the data gathering stage of our research project: Mainstreaming for the Occupational Education of the Handicapped and I want to extend a sincere thanks to you and your staff for the fine cooperation you extended to our teams. All of us were aware of the difficulties in scheduling appointments and juggling around your own work schedule to accomodate us.

Each of the team leaders, Drs. Wise, Hickcox, Lifton, Jaffe, and Anderson has reported excellent reception by you and your staff. Please convey our thanks to your team from us.

When the final report is ready, I will see that you receive a copy.

Sincerely,

Randolph B. Tarrier
Principal Investigator

cc. Anderson

APPENDIX F

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM

Rank (More significant listed first)

First 1.0.0 Organization and structure of program

--Close working and physical relationship between occupational education and special education.

This was particularly evident in the BOCES sites in which the two departments are located side by side and meetings both formal and informal are ongoing and constant.

--Special staff member to coordinate occupational education, special education, and home schools.

Unless efforts are made to coordinate selection of students, curricular changes, transportation of students, etc., confusion is usually the result.

--One individual on staff with vested, dedicated leadership qualities (Does not have to be administrator; can be member of support staff, a teacher, a principal.)

In nearly every case, some one person had made a genuine commitment to the success of the program. This commitment was an important ingredient to overcome the daily problems.

--Continuing (constant) communication (informal and formal) within Mainstreaming program as well as between components which contribute to its functioning.

The internal communication system among staff members for the well functioning programs is equally important to the administrative systems for communication. Changes in scheduling, timetables, etc. often need "instant decisions."

--Acceptance of need for flexibility with respect to all aspects of program by Board and administrators (including scheduling, bussing, etc.)

Allowance must be made for modification of set rules and operating procedures. Procedures must be subordinated to the needs of these students.

--Existence of General Advisory Council (employers, personnel/ agency people).

School staffs were well-informed of philosophy and action in Mainstreaming plan. This was accomplished by involving many different segments of the school.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

Rank
Second 7.0.0 Professional training activities

--Opportunities for informational meetings between occupational education and special education staffs (proximity of programs enhances opportunities)

A smooth working blend of the two staffs made for easy changes in rules and regulations and much greater understanding of the needs of each other.

--Inservice training courses for staff teaching deaf and hard-of hearing

Training in sign language was sought and valued by teaching staff.

--Summer workshops for occupational education teachers

Many of the teachers have had little training and experience with special populations. The benefits of workshops are immediate and extensive.

--Inservice training for teacher aides in remediation and diagnosis of learning disabilities

In order to develop individual education plans (IEP), these two areas are essential.

--Stipends and/or credits for participation in professional training activities.

The need for continued growth of faculty is well understood in the effective programs.

--Attendance at city and state conferences.

In our sample, this participation was usually encouraged and funded.

--Employment of professional evaluators for staff (Professional Improvement Plan)

Evaluation was seen as providing directions for change and improvement.

--Regularly scheduled staff meetings to discuss individualization for students attended by teacher, teacher aides, support staff, coordinator

The recognition of team approach to educating this population was obvious.

--Use of special education staff as consultants in occupational education

Special education staffs can provide suggestions and ideas for new approaches to occupational education curriculum.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

Rank
Third 5.0.0 Personnel

--Recognition of need for expanded staff

Coordinator
Teacher aides
Support Services

Administrators must recognize and be willing to support the expansion of staff. The program will not function properly without additional support.

--Empathy recognized as key selection variable in recruitment

Selection of staff is central to the success of the program. Empathy is of course important to all teachers, but especially so in Mainstreaming.

--Willingness to seek support and input from counseling staff

The pupil personnel staff is viewed as competent and helpful.

--Provision for physician, nurse, psychologist to be on call.

Administrators acknowledge the importance of medical support itself.

Rank
Fourth 3.0.0 Design of Mainstreaming program

--Need to introduce concept in elementary school through special education

The philosophy of the program is system-wide.

--Clarity of definition of Mainstreaming (focus, selection of students)

See Figure 1 for one concept of Mainstreaming. The administrator's clarity of purpose and goals is directly related to the success of the program.

--Provision for pre-vocational training in special education

Transition from special education to occupational education is an important consideration.

--Commitment to total individualization

Each child is accorded the least restrictive learning environment.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

--Provision for continuing diagnosis throughout program

The programs are flexible enough so that a change in diagnosis is followed as a matter-of-course by a change in program.

--Attention to skill development (occupation education) and social/emotional development (special education)

It is recognized that the occupational classroom is the means for socialization goals as well as hard skill development.

--Practice of team teaching (teams consisting of one teacher from occupational education, one from special education)

The course of study is a shared responsibility.

--Provision for multi-occupational or exploratory course

Transition from the environment of special education to occupational education is a key element to long-term success of a program. The sink-or-swim approach is suspect.

--Provision for feedback to home school

Especially in the BOCES, communication back to the person selecting the students is essential.

--Special employability lessons (Attitude Improvement) for students with special needs

Attention is given to the attitudes toward work as well as skill development.

--Provision for ongoing evaluations through specially-designed competency modules

The emphasis is on mastery of skills as opposed to completion of time period.

--Realistic placements in terms of strengths and weaknesses

Job placement is conducted within a developmental model. Successful moves up the career ladder are emphasized.

--Availability of career assessments

Career counseling is designed and delivered.

--Plans for introduction of new courses

At most sites, the total program of Mainstreaming is viewed in a developmental manner (see Figure 1).

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

Rank
Fifth 6.0.0 Support services

--Participation in selection process and in ongoing evaluation of students

The pupil personnel staff is known as competent and helpful.

--Cooperative working arrangements with special education and occupational education teachers involved in multi-occupational experiences

Transition for students is enhanced by sharing teachers.

--Expansion of counseling to include:special needs, work experience, and liaison between special education and home schools

Support services must expand to meet greater needs.

--Participation in developing individual programs for students with particular attention to attitudes

Affective or emotional development is equally important to skill development.

Rank
Sixth 4.0.0 Community and State relations

--Recognition of and cooperation with Committee for the Handicapped

Parent support for school's philosophy is a factor in successful programs.

--Expanded use of social service agencies

Special agencies are available to students and graduates with special needs.

--Establishment of community contact through adult education programs in occupational education

Community support for school's philosophy is a factor in successful programs.

--Staff involvement with local groups (PTA, Library Committee, etc.)

Good relations with the local groups can provide easier acceptance of graduates into society and the work force.

--Increased contact with OVR and State employment agency

More employment opportunities indicate the importance of establishing the final goal as employability.

FEATURES OF EFFECTIVE MAINSTREAMING PROGRAM (Continued)

--Recognition of need to supply community with information on regular basis.

Community support of program including the employment of graduates is vital.

Not Related
2.0.0 Preparation for acceptance of program

--Staff meetings for dissemination of information

Communication is central to success.

--Orientation and inservice programs for teachers, teacher aides

Attitudes as well as teaching skills must be appraised.

--On-site visits by parents, community leaders, personnel from home schools

Community support is a large factor.

--Appearance of "successful" graduates at school assemblies, meetings, etc.

Past success is best predictor of future success.

8.0.0 Evaluation of program

--Criteria for effectiveness: success, satisfaction from home school, parents

--Placement and holding power and feedback from home school

--Requests for students by employers

9.0.0 Facilities/cost

--Special education and occupational education physically close to each other, preferably in same or adjoining buildings

As would be expected, not all of the Features of Effective Mainstreaming Programs listed in Part II were found in any one program. However, the composite picture presented by these features is applicable to all of them. As administrative practices, they do make a difference in the effectiveness of the program.